

# Assessment Summary and Recommendations Form

## About the Student

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Name: Matthew      Date: March 21, 2014  
Age: 11

### **Learner Profile (summarize from IEP):**

Matthew is a polite, energetic 11-year-old male with a diagnosis of Lowe's syndrome and global developmental delays. He enjoys music, stories, computer based activities, art projects, and sensory activities. Matthew presents with delays in the areas of communication skills, and cognitive abilities, which hinder his ability to access the general curriculum. Matthew also demonstrates decreased attention, increased impulsivity, and delays in his fine motor and sensory processing skills, which hinder his access to the general curriculum. Matthew benefits from a structured schedule and positive reinforcement techniques to keep him on target and focused. He attends a substantially separate school where he spends the majority of his day in a self-contained classroom except when he must transition to the gym for adapted physical education. Matthew follows an adapted curriculum based on common core standards and functional skills. He receives speech therapy, occupational therapy and physical therapy as related services. Matthew is currently participating in the Alternate Assessment process at the 5<sup>th</sup> grade level.

### **IEP Goals and specific Curriculum Skills or Tasks Addressed:**

MA.3.g- Recognize and read grade-appropriate irregularly spelled words.

Matthew consistently identifies all letters of the alphabet, as well as identifies most speech sounds. Matthew struggles with decoding words and becomes easily frustrated when attempting this task. The team would like to see Matthew have the ability to read site word books independently. Matthew's IEP goal states when given basic irregularly spelled site words, student will read 35 sight words with 100% accuracy on 5 consecutive trials.

Currently Matthew is working towards this goal with the use of flashcards for identification. He gets frequently frustrated with this task, especially with incorrect responses and indicates his frustration by verbally stating "no" when asked to read a word or throwing the flash cards on the floor.

## About the Environment

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### **Everyday Classroom:**

Matthew spends most of his school day in a self-contained classroom with 1 teacher, 3 paraprofessional assistants and 9 other students. He receives all general education within this classroom setting and receives speech, occupational therapy and physical therapy services in a pull out setting. A typical day for Matthew is as follows:

1. Matthew works on individual writing activities, sight word recognition, etc., with paraprofessional support in his classroom. He usually has three tasks to choose from, and typically completes 1 of the 3 tasks.
2. Matthew participates in a large group activity with paraprofessional assistance as needed.
3. Reading group with center based activities.
4. Lunch
5. Recess
6. Math using manipulatives
7. Music, Art or PE
8. Free choice activities
9. Prepare to go home

### **During Data Capture:**

Data collection took place during Matthew's individual ELA instruction period and Free Choice within his regular classroom. Matthew sat his table in the right hand back corner of the classroom while the remaining 9 students in his class participated in their individual ELA activities. The classroom noise and activity level was the same as when Matthew works on his other ELA activities.

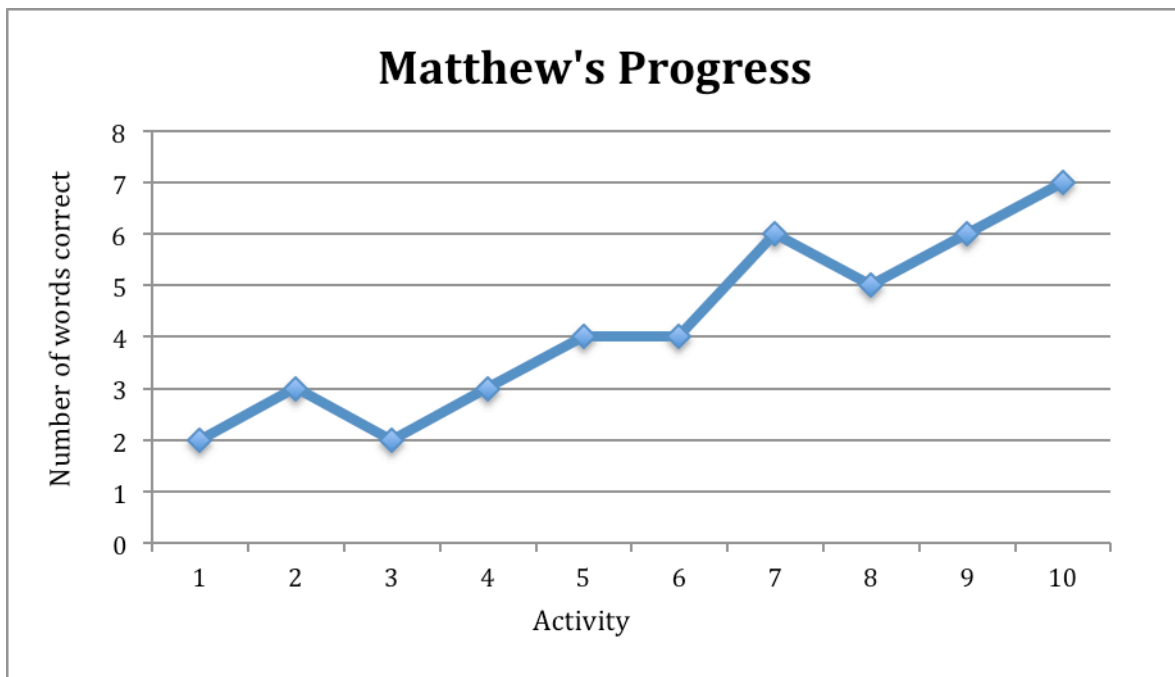
### **Target Skill or Task being Evaluated (or IEP Goal):**

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Matthew's targeted skill is to read 35 sight words with 100% accuracy on 5 consecutive trials. The team would like to see Matthew have the ability to read site word books independently so one of Matthew's goals is to be able to identify common and functional site words. Currently Matthew is working towards this goal with the use of flashcards for identification. He gets frequently frustrated with this task, especially with incorrect responses and indicates his frustrating by stating no when asked to read a word or throwing the flash cards on the floor.

## Primary Evidence and Data over time for each skill:

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### Baseline Data

Activity 1-3

**Data collection using Site Words Ninja App** (after initial instruction of app was given)

Activity 4-10

## Observations While Collecting Evidence:

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Matthew was observed in his classroom during several periods throughout his day. He was also observed both with and without his assistant. These observations took place on different days and at different hours of the day to try to get an overview of typical functioning.

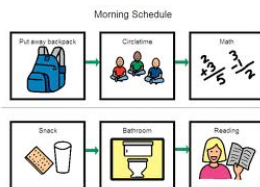
Matthew is currently working on his site words through the use of site word flash cards. He sits with his assistant; she shows him a site word on a notecard and asks him to read the word aloud. If he gets the word correct he earns a star on his progress sheet. If Matthew gets the word incorrect his assistant turns the notecard around to show the word with its corresponding picture and asks Matthew to say the word aloud with her. Matthew performed much better when visual instruction and supports were used during site word activities. When these visuals were not present Matthew would get extremely agitated and throw objects, such as his notecards on the floor and indicated refusal by crossing his arms, saying "no," and getting up out of his seat. However when supported with visuals Matthew was able to manage his frustration level and remain on task for longer periods of time.

Matthew was observed using an iPad to work on his site words with the Site word Ninja App. Prior to beginning with the app, the teacher collected baseline data by asking Matthew to identify site words shown to him on index cards and recorded the number correct and incorrect responses. Once baseline data was collected the teacher gave Matthew the ability to use the Site Words Ninja app on a daily basis monitoring progress while still reinforcing skills in one-on-one instruction activities. To teach Matthew to use the app, the assistant began by modeling the use of the app on the iPad and then worked with him as he used the app, providing prompts and visual supports as needed to keep him on task and until he could work independently. Matthew was taught to only swipe the words on the screen that he heard auditorily spoken to him. When the activity was complete Matthew earned stars for reinforcement. During the activities Matthew was able to stay on task without disruption. Visual instructions were also present to help him navigate the task being asked of him.

## Recommendations:

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Matthew needs visual supports for a variety of tasks including schedules of his day, and mini schedules for activities during his day to help him manage his behavior and stay on task. The visuals should combine pictures (either photographs or cartoon pictures) with written words to help Matthew understand their purpose. It is recommended that they are laminated for repeated use and stored where staff as well as Matthew can easily access them.



It is recommended that Matthew use a variety of hands on activities to help him access the general curriculum and meet his IEP goal for site words. Matthew needs activities available to him that are engaging and that do not provide negative feedback when he gets an answer incorrect.

### Recommended devices:

iPad -\$291.99

[http://www.rakuten.com/prod/apple-ipad-mini-16gb-wi-fi-tablet-black/245578468.html?sellerid=16616284&scid=pla\\_google\\_FocusCamera&adid=18163&gclid=CIPNtbqQy70CFRSPfgodhXMAgw](http://www.rakuten.com/prod/apple-ipad-mini-16gb-wi-fi-tablet-black/245578468.html?sellerid=16616284&scid=pla_google_FocusCamera&adid=18163&gclid=CIPNtbqQy70CFRSPfgodhXMAgw)



Matthew needs a tablet type device such as an iPad where he can play learning games targeted at teaching site words. Matthew was able to easily navigate the iPad as well as make progress in site word mastery.

### **Recommended Apps:**

1. Site Word Ninja by GrasshopperApps– free

<https://itunes.apple.com/us/app/sight-words-ninja-endless/id821374885?mt=8>

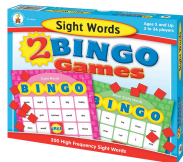


This app appears to be an appropriate tool for Matthew in learning and mastering his site words. Not only has he made a noticeable improvement in his site word recognition but also in his attitude towards the general task. Matthew enjoys using the app and even asks to play the game during free time. It is recommended that more computer/app based games be used with Matthew to help him master his academic goals.

### **Off-computer practice:**

1. Sight Words Bingo Board Game by Carson-Dellosa Publishing- \$14.99

<http://www.carsondellosa.com/cd2/Products/SightWordsBingo/BoardGame/140041>



These Bingo games support NCTE standards and each side of the double-sided answer mat features a different skill. They are perfect for small group instruction and will allow Matthew to gain site word practice while playing with classmates or assistants. They include 36 double-sided game cards, 720 tokens, 100 calling cards, a double-sided answer mat, and a game guide.

2. 100 Sight Word Mini-Books: Instant Fill-in Mini-Books That Teach 100 Essential Sight Words- \$10.28

<http://www.amazon.com/100-Sight-Word-Mini-Books-Fill/dp/0439387809>

